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ABSTRACT

One of 16 self study and evaluation guides developed by the National Accreditation Council for Agencies serving the Blind and Visually Handicapped, the document focuses on curriculum planning and evaluation. Standards are set forth for planning and organization (covering such aspects as individualized education programs), curriculum development, and program evaluation. (CL)

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SELF-STUDY AND EVALUATION GUIDE | 1979 Edition

Curriculum Planning and Evaluation

NATIONAL ACCREDITATION COUNCIL
For Agencies Serving the Blind and Visually Handicapped
79 Madison Avenue
New York, N.Y. 10016

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EC 113436

INSTRUCTIONS

PRELIMINARY STEPS. Two steps should precede the use of this section in a self-study.

1. All persons involved in the self-study should become familiar with *Section A, Manual of Procedures* for an understanding of the background and purposes of accreditation and the procedures to be followed in conducting a self-study using the various self-study and evaluation guides published by the National Accreditation Council.

2. Members of the self-study committee assigned to complete this guide should review the organization's statement of philosophy of service as a basic reference for the self-study.

RATING. In the parentheses ( ) preceding each standard, enter the letter representing the final evaluation reached in the self-study. Often, improvements are implemented during the self-study. In such instances, the ratings selected should represent conditions at the end of the self-study.

E – Excellent. The standard is met fully or exceeded.

S – Satisfactory. The standard is met substantially.

A – Adequate. The standard is met fairly well but some improvements could be made.

P – Poor. The standard is met only partially and improvements should be made.

M – Minimal. The standard is met to a small extent or not at all and substantial improvements should be made.

NA – Not Applicable. The standard does not apply for reasons stated under *Comments.*

COMMENTS. Throughout the section, space is provided after groups of standards for written comments. An explanation of the rating or any important feature or characteristic of the program can be noted here. Also, the reason why a particular standard or group of standards is not felt to apply to the organization can be outlined.

PROGRAMMING FOR IMPROVEMENT. This concluding part of the guide contains seven questions which provide an opportunity to list the outstanding features of the program and how it benefits the persons served. The questions also call for a listing of past improvements and those which are yet to be accomplished. Plans for improvement initiated as a result of the self-study should be included.

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D-20

SELF-STUDY AND EVALUATION GUIDES

This self-study and evaluation guide is designed to be used in combination with other guides, listed below, available from the National Accreditation Council. An organization undertaking a self-study in applying for accreditation needs to use the following. *A*, either *B-1* or *B-2*, all *C* sections, those *D* sections for the services provided, an *E* form for certain staff members and *F*.

Section	Title and Edition
A	*Manual of Procedures (1979)*
B-1	*Agency Profile (1979)*
B-2	*School Profile (1979)*
C-1	*Function and Structure (1977)*
C-2	*Accounting for Services and Finances (1976)*
C-3	*Personnel Administration and Volunteer Service (1968)*
C-4	*Physical Facilities (1975)*
C-5	*Public Relations and Fund Raising (1968)*
D-2A	*Orientation and Mobility Services (1977)*
D-2B	*Orientation and Mobility Services (Dog Guide Programs) (1968)*
D-3	*Rehabilitation Centers (1968)*
D-4	*Workshop Services (1976)*
D-5	*Social Services (1968)*
D-6	*Vocational Services (1976)*
D-7	*Production of Reading Materials (1970)*
D-8	*Rehabilitation Teaching Services (1977)*
D-15	*Preschool Services (from Birth to Six) (1979)*
D-16	*Other Service Program (1979)*
D-20	*Curriculum Planning and Evaluation (1979)*
D-21	*Program for Multihandicapped Students (1979)*
D-22	*Program for K-12 Students (1979)*
D-23	*Program for Independent Living (1979)*
D-24	*Educational Resources Program (1979)*
D-25	*Leisure Education (1979)*
D-26	*Residential Living Program (1979)*
D-27	*Health Services (1979)*
D-28	*Educational Diagnostic and Counseling Services (1979)*
E	*Individual Staff Member Information Form (1977)*
F	*Evaluation Summary and Report (1979)*

Sections *D-2A* through *D-8* are applicable primarily to "agencies" and *D-20* through *D-28* primarily to "schools." *D-15* is used for preschool services in any setting. Similarly, *D-16* is used by all organizations for services for which NAC does not have specific standards such as radio reading service or special summer program.

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ACKNOWLEDGMENTS

This self-study and evaluation guide was developed as part of a two year project to revise and update the *Self-Study and Evaluation Guide for Residential Schools* published in 1968 by the National Accreditation Council (NAC). The Commission on Standards, under whose purview NAC conducts standards projects, was fortunate in being able to benefit from the volunteer services of Dr. Geraldine T. Scholl, a member of the Commission and the principal consultant for the 1968 *Guide*, who chaired this project and its Coordinating Committee.

A subcommittee headed by Mrs. Ferne K. Roberts undertook the considerable challenge of updating the content of 19 sections of the 1968 *Guide* which dealt primarily with K-12 curriculum. Assisting Mrs. Roberts were Lynne Albright, Robert Brasher, Carol Derouin, York Hudgins and Susan Miller. Mrs. Roberts took the initial responsibility for drafting this section which serves to replace *Section D-1, Curriculum Planning* of the 1968 *Guide*. In April 1977 the subcommittee reviewed the initial draft and in June of that year the Coordinating Committee approved a draft for use in a national review.

Six schools for the blind field tested the national review draft in the Fall of 1977 by using it in realistic self-studies conducted according to NAC's regular procedures. Much appreciation is extended to the following schools which completed the field tests: Department for the Blind, Florida School for the Deaf and the Blind; Mississippi School for the Blind; New York Institute for the Education of the Blind; St. Joseph's School for the Blind, Jersey City, New Jersey; Department for the Blind, Virginia School at Hampton and the Wisconsin School for the Blind. Also, two other schools used this draft in self-studies conducted in the school year 1977-78.

From these schools and from reviews by other individuals and groups, came many comments and suggestions for improving the draft. It is not possible to name all the individuals who provided such input but they represented all categories of school staff, parents and other knowledgeable persons. All of their ideas on this section were considered by the subcommittee when it prepared a revised draft in the Spring of 1978.

This revised draft was carefully reviewed in June 1978 by the Coordinating Committee which recommended that it be approved by the Commission on Standards. This was accomplished at the November 1978 meeting of the Commission. Later that month, the Board of Directors gave final approval to the draft and authorized its publication for use in NAC's accreditation program.

Sincere appreciation is extended to the following foundations whose financial support made the project possible:

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D-20

CURRICULUM PLANNING AND EVALUATION

INTRODUCTION

All of the guided learning experiences which are provided by the school comprise the curriculum. The curriculum includes programs of studies, activities which supplement classroom instruction, recreational activities and all other experiences for the students which are under the direction of school personnel. The curriculum is structured to develop knowledges, attitudes and skills which prepare students to live in our complex society. Optimally, curriculum is based on the assessed needs of the students. The scope and flexibility of the curriculum should make it possible for the school to offer appropriate education to students at various grade and developmental levels through individualized instruction.

To ensure curriculum improvement, there should be systematic evaluation and modification at stated intervals. The evaluation design should include an assessment of the extent to which the school implements its stated philosophy of service, achieves its program goals and objectives and carries out its individualized education programs. The results of all aspects of curriculum evaluation provide a base for modification of the school's programs when needed.

The total staff of the school should be involved in the development of curriculum. Curriculum is more effectively developed, implemented and evaluated by a system which encourages broadly-based participation. Every effort should be made to include school administrators, supervisors, teachers, diagnostic and counseling staff, leisure education personnel, houseparents, aides, volunteers, students, parents or guardians and other consumers, specialized consultants, local education agencies and the state department of education. Provisions for their participation should be specified in the school's written procedures for curriculum planning and evaluation.

Additional input for curriculum development is obtained by utilizing research findings, exemplary models, local, state and national education agency resources, other community resources and the assessed needs of the school's population, as well as follow-up studies of former students.

Section D-20, Curriculum Planning and Evaluation, is used in the self-study to describe the management process related to curriculum development and evaluation. Its use in combination with other appropriate self-study and evaluation guides (see page iii) provides opportunity to touch base with other self-study subcommittees, to gather information and to disseminate plans for curriculum planning and evaluation which may emerge from the self-study.

These standards also address the general procedures for developing an individualized education program (IEP) for each student. The composition and functions of an evaluation team in developing the IEP are included in *Section D-28, Educational Diagnostic and Counseling Services.*

CURRICULUM PLANNING AND EVALUATION

THE STANDARDS

1. PLANNING AND ORGANIZATION

( ) 1.1 PHILOSOPHY. The total curriculum is consistent with the school's statement of philosophy of service as approved by the governing authority.

Comments:

( ) 1.2 PURPOSE. The purpose of curriculum planning and evaluation is to provide guidelines to help ensure that all guided learning experiences provided by the school are coordinated toward the overall goal of providing each student with the knowledge, skills and attitudes needed for maximum independence.

( ) 1.2.1 Growth and Development. The basic principles of human growth and development undergird all curriculum planning and evaluation.

( ) 1.2.2 Statement of Purpose. The purpose of the total curriculum is clearly set forth in writing.

Comments:

( ) 1.3 PLANNING. A variety of methods is used for systematic planning of curriculum.

( ) 1.3.1 Long Range Planning. A written long range plan establishes major program goals and projects the human, physical and financial resources needed to achieve them.

( ) 1.3.1.1 The major long range goals of the total curriculum are coordinated with the school's overall long range plan.

( ) 1.3.1.2 The plan extends for a specified time beyond the present school year and is updated at stated intervals.

Comments:

( ) 1.3.2 Annual Planning. A specific written program and financial plan for the total curriculum is prepared for each fiscal year.

( ) 1.3.2.1 The annual plan includes a statement of measurable objectives to accomplish the stated goals.

( ) 1.3.2.2 The coordinator of curriculum planning and evaluation and other appropriate personnel assist in preparing the annual plan.

( ) 1.3.2.3 The school's annual plan for the total curriculum supports and is consistent with the state's annual plan for education of handicapped children and youth.

Comments:

( ) 1.3.3 Individualized Education Program. A written, individualized education program guides all instruction of each student.

( ) 1.3.3.1 Uniform procedures and format are used in preparation of all individualized education programs.

( ) 1.3.3.2 The development of the individualized education program begins with a comprehensive educational assessment conducted by a multidisciplinary evaluation team (see *Section D-28, Educational Diagnostic and Counseling Services*).

( ) 1.3.3.3 Using input from the evaluation team and other pertinent sources, a specifically constituted group ("IEP committee") meets one or more times to develop, review and revise, as needed, the individualized education program for each student.

( ) 1.3.3.4 Each meeting of the IEP committee includes the following participants: members of the school's instructional and residential living programs staff; a representative of the appropriate local education agency; the parents or guardians as feasible; the student when appropriate; a member of the evaluation team or other person familiar with the evaluation procedures used and with the evaluation findings; and others at the discretion of the school, parents or guardians.

Comments:

( ) 1.3.3.5 An individualized education program is prepared for each student at the beginning of each school year and is reviewed and revised whenever indicated during the year.

( ) 1.3.3.6 Each individualized education program includes instructional content and activities from the school's entire curricular program as appropriate to the assessed needs of the student.

( ) 1.3.3.7 The unique needs and interests of individual students are accommodated through remedial instruction, concentrated on in-depth study in a subject or through adapted content, methods and materials.

( ) 1.3.3.8 The written individualized education program is incorporated into each student's central record.

( ) 1.3.3.9 The written individualized education program is interpreted to each student, parent or guardian in their preferred language or mode of communication.

Comments:

( ) 1.3.4 Short Range Planning. Personnel involved in curriculum planning and evaluation maintain open channels of communication through conferences and exchange of written communications to facilitate day-to-day planning, problem solving and coordination with other school programs.

Comments:

( ) 1.3.5 Coordination With Others. Sustained efforts are made to coordinate the school's own planning and curriculum with the state department of education's plan for education of handicapped children, similar planning by local education agencies, planning by local voluntary agencies and the state vocational rehabilitation agency for the blind and visually handicapped.

Comments:

( ) 1.3.5.1 The school provides information and relevant assistance to community organizations which offer services to the students in order to facilitate mutually satisfactory and appropriate experiences.

Comments:

( ) 1.3.5.2 Productive relationships, coordinated activities and support services are maintained to afford students access to experiences in the sighted community which implement provisions of the individualized education program (check those for which provisions are regularly made):

_____ Participation in community events, field trips and activities related to student interests

_____ Part-time programs in cooperation with other agencies and schools

_____ Option to attend nearby day school to extend formal instructional opportunities

_____ Opportunities for off-campus work-study or other work experiences activities with credit for appropriate work components

_____ Transportation services to implement the individualized education program

_____ Other (specify)

Comments:

( ) 1.3.6 Participation in Planning. Planning for the total curriculum and its various components is broadly based with provision for appropriate participation by members of the governing or advisory body, school administrators, the coordinator of curriculum planning and evaluation, coordinators of the various curricular programs, teachers, houseparents, aides or paraprofessionals, and other staff, volunteers, students, parents or guardians and other consumers, specialized consultants and personnel of local education and other agencies for the blind and visually handicapped and the state department of education.

Comments:

( ) 1.4 STUDENTS SERVED. All students are served by appropriate programs within the curriculum.

( ) 1.4.1 Day Students. Provision is made for day students to be able to benefit from programs and activities which take place outside of the regular school day and on weekends.

( ) 1.4.2 Courses at Nearby Day Schools. Curriculum planning includes procedures for locating appropriate instructional resources at nearby day schools for residential students who have particular interests and needs.

( ) 1.4.2.1 The curriculum includes instruction and experiences which help students achieve readiness for mainstreaming.

( ) 1.4.2.2 Provision is made for appropriate staff to work out practical arrangements for the enrollment of students in selected classes at nearby day schools.

( ) 1.4.2.3 Provision is made for appropriate staff to monitor student progress in such day school classes and to consult with day school staff to facilitate student success.

Comments:

( ) 1.5 ORGANIZATION. The program of curriculum planning and evaluation is clearly and purposefully organized.

( ) 1.5.1 Structure. The school's organizational chart locates the responsibility for coordination of curriculum planning and evaluation within the school's administrative structure.

( ) 1.5.2 Coordination. A staff member is assigned to coordinate all curriculum planning and evaluation activities conducted for the school's various curricular programs.

( ) 1.5.3 Enabling Resources. The school makes available on a planned basis adequate resources for curriculum planning, evaluation and revision including funds for purchase of curriculum resource materials, released time for staff and students, provisions for meetings with parents or guardians, consultants and community resource people and sufficient secretarial assistance.

( ) 1.5.4 Assignment of Responsibilities. Job descriptions of all personnel involved in curriculum planning and evaluation spell out their responsibilities for this function.

Comments:

2. CURRICULUM DEVELOPMENT

( ) 2.1 SCOPE OF CURRICULUM. Curriculum development encompasses all guided learning experiences made available to the students.

( ) 2.1.1 Resources. Curriculum planning gives consideration to the resources including personnel, facilities and materials needed to implement the various components of the overall curriculum plan.

( ) 2.1.2 Methods. Provisions are made for group and individual learning experiences for all students.

( ) 2.1.3 Instructional Considerations. Curriculum planning takes into account the need for appropriate instruction for all students.

( ) 2.1.3.1 The curriculum provides for appropriate instruction for students with various visual abilities.

( ) 2.1.3.2 The curriculum provides for appropriate instruction for students who have other sensory, physical and intellectual handicaps.

( ) 2.1.3.3 The curriculum takes into account the cognitive, motor, psychosocial and language development of students.

Comments:

( ) 2.1.4 Programs Included. Curriculum development includes the design of learning experiences which permeate all school programs and activities in order to facilitate consistent and sequential development of skills and special interests (check those school programs which are encompassed in curriculum development):

_____ Preschool services, *D-15*
_____ Program for multihandicapped students, *D-21*
_____ Program for K-12 students, *D-22*
_____ Program for independent living, *D-23*
_____ Educational resources program, *D-24*
_____ Leisure education, *D-25*
_____ Residential living program, *D-26*
_____ Health services, *D-27*
_____ Educational diagnostic and counseling services, *D-28*
_____ Other service program, *D-16*, (specify title)

Comments:

( ) 2.1.5 Reinforcement Learning Experiences. Curriculum development includes the design of learning experiences which go beyond the bounds of the usual "course of study" and which extend to other school activities spanning all age, developmental or grade levels and which permeate all school programs (check those, and add any others, which are regularly included in curriculum development):

_____ Development of special interests and abilities
_____ Use of tangible aids and equipment
_____ Communications skills including personal typing
_____ Study skills
_____ Leisure skills and interests
_____ Social skills
_____ Independent living skills
_____ Use of residual vision
_____ Career education
_____ Understanding of current community affairs
_____ Interaction with sighted community
_____ Other (specify)

Comments:

( ) 2.2 COMPREHENSIVENESS. The overall curriculum plan provides comprehensive coverage of subjects and learning experiences needed by the students.

CURRICULAR OVERVIEW

The following chart is designed to show the range and variety of instructional activities provided for the different categories of students enrolled in the current school year. The classification and terminology is derived from sections D-21 through D-26 but should not be considered exhaustive. Key instruction emphases are included and space is provided to add other subjects as deemed important.

For each subject area, check which categories of students (multihandicapped, elementary or secondary) are included this year. For subjects which are inappropriate for a certain group, insert "inapp." If a subject is not available this year, insert "unav."

	Categories of Students Receiving Instruction by Subject (check)			
	Multihandicapped		K - 12	
Subjects	Deaf-Blind	All Others	Elementary	Secondary
COMMUNICATIONS INSTRUCTION				
Listening	____	____	____	____
Signing	____	____	____	____
Speaking	____	____	____	____
Reading	____	____	____	____
Vision Training	____	____	____	____
Writing	____	____	____	____
Other (specify)				
_____	____	____	____	____
_____	____	____	____	____
COMMUNITY AND CAREER EDUCATION				
Career Awareness/Education	____	____	____	____
History	____	____	____	____
Social Studies	____	____	____	____
Other (specify)	____	____	____	____
_____	____	____	____	____
_____	____	____	____	____

CURRICULAR OVERVIEW (continued)

Subjects	Multihandicapped: Deaf-Blind	Multihandicapped: All Others	K - 12: Elementary	K - 12: Secondary
CREATIVE ARTS PROGRAMS				
Arts and Crafts	____	____	____	____
Music	____	____	____	____
Drama and Dance	____	____	____	____
Other (specify)				
_____	____	____	____	____
_____	____	____	____	____
HOME AND PERSONAL DEVELOPMENT				
Health and Family Life	____	____	____	____
Home Economics/Management	____	____	____	____
Industrial Arts	____	____	____	____
Personal Awareness	____	____	____	____
Socialization	____	____	____	____
Other (specify)				
_____	____	____	____	____
_____	____	____	____	____
INDEPENDENT LIVING INSTRUCTION				
Basic Personal Independence	____	____	____	____
Concept Development	____	____	____	____
Active Travel Teaching	____	____	____	____
Living Skills Instruction	____	____	____	____
Independent Living Unit Experiences	____	____	____	____
Off Campus Experiences	____	____	____	____
Other (specify)				
_____	____	____	____	____
_____	____	____	____	____
LEISURE EDUCATION	____	____	____	____
MATHEMATICS AND NUMBERS CONCEPTS	____	____	____	____

CURRICULAR OVERVIEW (continued)

Subjects	Multihandicapped: Deaf-Blind	Multihandicapped: All Others	K - 12: Elementary	K - 12: Secondary
PHYSICAL DEVELOPMENT				
Motor Training	____	____	____	____
Physical Education	____	____	____	____
SCIENCE				
Basic Science Concepts	____	____	____	____
Biology	____	____	____	____
Chemistry	____	____	____	____
Physics	____	____	____	____
Other (specify)				
_____	____	____	____	____
_____	____	____	____	____
STUDY SKILLS	____	____	____	____
VOCATIONAL EDUCATION AND EXPERIENCES				
Business Education	____	____	____	____
Distributive Education	____	____	____	____
Industrial Education	____	____	____	____
Other (specify)				
_____	____	____	____	____
_____	____	____	____	____
WORK EXPERIENCES	____	____	____	____
SUBJECTS OR CLASSES TAKEN AT NEARBY DAY SCHOOLS				
_____	____	____	____	____
_____	____	____	____	____
_____	____	____	____	____
OTHER (specify)				
_____	____	____	____	____
_____	____	____	____	____

3. PROGRAM EVALUATION

( ) 3.1 PURPOSE. The school uses various systems for evaluation of its total curriculum in order to monitor the application of human and financial resources, to appraise the progress made toward program goals, to measure the extent of achievement of established program objectives, to ensure consistency with the school's statement of philosophy of service and to assess student performance.

Comments:

( ) 3.2 SCOPE OF CURRICULUM EVALUATION. Evaluation of the curriculum is conducted systematically and includes all relevant factors affecting the programs for student learning.

( ) 3.2.1 Long Range Plan. Progress toward reaching the long range goals of the overall curriculum plan is reviewed each year and the findings used to aid in revising and extending the long range plan for the following year.

Comments:

( ) 3.2.2 Annual Plan. The achievements of the overall curriculum plan and its component parts are measured against the specific objectives established in the annual program and financial plan and a review is made of the expenses of the program.

( ) 3.2.2.1 The findings of the evaluation of the annual plan are used to aid in developing the next annual program and financial plan.

( ) 3.2.3 Resources. Evaluation of curriculum development encompasses the adequacy of available resources including personnel, facilities, materials, equipment and funds.

( ) 3.2.4 Evaluation Systems. The systems used for evaluating curriculum planning and plans are themselves evaluated, from time to time, in terms of efficiency and effectiveness in achieving their purposes.

Comments:

( ) 3.2.5 Program Evaluation Checklist. The evaluations of curriculum development are made in relation to a number of significant factors such as (check those which are regularly included in evaluation of this program):

_____ Clarity of purpose of the total curriculum and its component parts

_____ Comprehensiveness of subject field coverage

_____ Coordination among various curricular programs

_____ Varieties of methods of instruction

_____ Appropriateness of instruction according to varied student characteristics

_____ Adequacy of resources

_____ Effectiveness of planning processes

_____ Breadth of participation in planning, instruction and evaluation

_____ Adequacy of opportunities for the student to make decisions

_____ Provisions for involvement of parents

_____ Findings of follow-up studies

_____ Adequacy of opportunities for students to interact with the sighted community

_____ Other (specify)

Comments:

( ) 3.3 SCOPE OF STUDENT ASSESSMENT. Provisions are made for timely assessment of progress in relation to the various curriculum components of each student's individualized education program.

( ) 3.3.1 Individualized Education Program. Student assessment procedures are an integral part of the process of developing and revising, whenever indicated, each student's individualized education program.

( ) 3.3.2 Relationships to Program Evaluation. The findings of individualized student assessment are utilized in evaluation of each curricular program and of the overall curriculum.

( ) 3.3.3 Student Assessment. Student assessments are made in relation to a number of significant factors such as (check those which are regularly taken into account in student assessment):

_____ Developmental level

_____ Observed skills

_____ Student interest

_____ Adequacy of sequentiality of instruction

_____ Extent of participation in planning and assessment by the student and parents or guardian

_____ Recorded evidences of student growth and progress

_____ Utility of assessment procedures and instruments

_____ Readiness for mainstreaming

_____ Suitability of available resources to serve the best interests of the student

_____ Other (specify)

Comments:

( ) 3.4 PARTICIPATION IN EVALUATION. Provisions are made for broadly-based participation in the evaluations of curriculum.

( ) 3.4.1 Sources of Input. Provision is made for appropriate participation in evaluations by members of the school's governing or advisory body, school administrators, the coordinator of curriculum planning and evaluation, teachers, houseparents, aides or paraprofessionals, and other staff, volunteers, students, parents or guardians, and other consumers, specialized consultants and personnel of local education and community service agencies, specialized agencies serving the blind and visually handicapped and the state department of education.

Comments:

( ) 3.4.2 Structure. Evaluations of curriculum content and development processes are conducted systematically by a standing curriculum evaluation committee headed by the coordinator of curriculum planning and evaluation, or other designated individual.

Comments:

( ) 3.5 UTILIZATION OF FINDINGS. Evaluation findings are used in the school's planning, budgeting and internal and public reporting activities.

Comments:

PROGRAMMING FOR IMPROVEMENT

Programming for improvement involves a continuous cycle of planning, implementation and evaluation. Accreditation is a structured method of evaluation and planning. When meshed closely with an organization's normal program and fiscal planning and evaluations, the accreditation process enhances the organization's capacities to effect improvements.

This final part of the Guide is intended to summarize and report on the principal findings of the self-study of the program evaluated on the preceding pages.

The first question is designed to elicit a listing of those features of the program which are deemed to be most outstanding.

Questions two through six are designed for the organization to summarize its program for improvement. Starting with a review of the recent past, these questions proceed through the present and into the future. Undoubtedly, the NAC self-study of this program has generated ideas for its improvement. Questions four through six are focused particularly on taking advantage of the momentum created by the self-study by setting forth a timetable for improvement which reflects or can be incorporated into the organization's normal planning system.

This summary will help the on-site review team to understand and to report on the program's strengths, the organization's recent achievements and its plans for the future. In this way, it also will assist the Commission on Accreditation in applying the following principle: if deficiencies exist, the organization is willing to remedy them and shows evidence of commitment to make the needed improvements in a reasonable time.

The "bottom line" for any human service program is its beneficial impact on the lives of the people it serves, and question seven asks about such impact. If the organization has conducted any recent follow-up studies, data from them as well as the broadly-based input received from participants in the self-study may be helpful in preparing this statement.

1. What are the outstanding features of this program at this time?

2. *What improvements or other changes were made in the fiscal periods from five years ago through two years ago?*

3. *What improvements or other changes were made in the most recently completed fiscal year?*

4. *What improvements or other changes have been introduced in the current fiscal year? (Indicate which were made as a result of the self-study. Also, if they have not yet been completed, indicate when completion is expected.)*

5. *What improvements are included in the plan for next fiscal year?*

6. *What additional improvements are contemplated in the long range plan?*

7. *What impact has this program had on the persons served?*

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Organization Name _____

SELECTED READINGS

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